

LIS 629 2012 Summer Institute: Integrating Technology Into the School Library Media Center

Course Information

Instructor: Karen Kliegman, Adjunct Professor - kkliegman@gmail.com

Office Hours: Before class or after class; email anytime

Class Meeting Times: Wednesday, July 18, Thursday, July 19, Friday, July 20, Monday, July 23 & Tuesday, July 24, 10am-4pm

ROOM: Pell Hall 125, LIU POST CAMPUS

ALL COURSE INFORMATION WILL BE AVAILABLE ON COURSE WEBSITE (URL to be given out first day of class.)

TEXTBOOK

Choosing WEB 2.0 Tools for Learning and Teaching in a Digital World by Pam Berger/
Sally Trexler (available on Amazon.com)

Bulletin Description: LIS 629 Integrating Technology into the School Media Curriculum
Students will examine software, hardware, Internet utilities, and Web sites to see how curriculum and technology facilitate learning in the school media center; and explore the ways hardware and software should be integrated into the curriculum, including examination of age-appropriate material for children with disabilities and special needs and use of adaptive technology. There will be 25 hours of field experiences (observation) related to coursework as part of the requirement in SED 52.21 (b) (3) (i). A total of 100 hours of observation must be completed prior to student teaching or practica (internship).

Objectives

Palmer School Objectives

This course fulfills the following Palmer School Learning Objectives:

- 1B. Students will demonstrate an understanding of the global policies and trends of significance to the library and information profession.
- 3B. Students will understand and be able to articulate their role in rapidly changing information services and technologies for a diverse global society, including serving the needs of underserved groups.
- 3C. Students will be able to utilize and assess both existing and emergent resources, systems and services and develop new ones.
- 4D. Students will demonstrate methods of outreach for information services, such as developing partnerships, collaborations, and networks.
- 4E. Students will understand and be able to apply a variety of information systems and technologies that facilitate the development, management, use and dissemination of information and information services.

- 4F. Students will use information technologies consistent with professional ethics and standards.
- 5D. Students will demonstrate their understanding of the importance of continuing professional development.

Course Objectives

This fast-paced course will give you a broad overview of the social use of information, focusing on participatory librarianship, online collaboration and communities via social networking, and Web 2.0 tools that facilitate learning in the school library. We will examine Library 2.0 thinking, its place in school library services, and what this shift means for school libraries in the 21st Century. We will create and consume personal, information blogs and tap into the read/write web by participating in social networks.

We will also examine the rise of e-reading in the school library, including various electronic book and information formats and the challenges and benefits they present.

We will explore the possibilities and potential for using online social, collaborative, and interactive tools to build learning environments in the school library media center. You will fill your school librarian toolkit with a plethora of educationally-sound technology tools that will prepare you to be a technology leader in your future school district!

New this year: we will study the alignment of the AASL, ISTE NETS, and Common Core State Standards in order to examine how technology can be woven into the school library curriculum to meet the requirements of the new initiatives coming down from New York State. All in all, you will walk away from this course with the technology know-how to become a 21st Century School Librarian.

At the conclusion of this course, students will be able to:

- demonstrate an understanding of Web 2.0 and social software
- demonstrate an understanding of the principles, concepts and ideas of Library 2.0 and participatory library service
- utilize various online 2.0 tools to experience, discuss, and evaluate those tools as they can be related to school library service
- demonstrate how the AASL/NETS/CCSS overlap and integrate
- identify essential questions and match learning needs to effective and efficient technology-rich learning environments
- apply technology tools to produce products for use in teaching and learning
- identify, design, create, and facilitate learning spaces through the use of technologies such as blogs, collaborative web/wikis, social networks, and information portal tools
- evaluate evidence of the effectiveness of technology in learning

COURSE READINGS

PRE-READINGS

(DO BEFORE COURSE BEGINS!)

1. Read the Foreword by Joyce Valenza and Chapter 1 of Choosing Web 2.0 Tools for Learning

- and Teaching in a Digital World (Berger/Trexler).
2. If you haven't done so in previous courses, go to this AASL page – "Crosswalk for the Common Core Standards and the 21st Century Learner", go to this site: <http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk>
 3. Take a look at the Common Core State Standards website, <http://www.corestandards.org/the-standards>
 4. Go to the Unquiet Librarian blog and read the post, [What Library 2.0 Means to Me](#)

DURING COURSE

(you can read this before our course begins or during)

COURSE TEXTBOOK: chapters 3, 4, 5, & 7

BLOGS TO SUBSCRIBE TO

You will subscribe to and read the following blogs (**we will subscribe to these during class time**). These bloggers are the "Movers and Shakers" in the school library and/or educational technology world:

The Unquiet Librarian: <http://theunquietlibrarian.wordpress.com/> (Buffy J. Hamilton)

Neverending Search: <http://blog.schoollibraryjournal.com/neverendingsearch> (Joyce Valenza)

Blue Skunk Blog: <http://doug-johnson.squarespace.com/> (Doug Johnson)

Cathy Nelson's Professional Thoughts: <http://blog.cathyjonelson.com/> (CathyJo Nelson)

AASL Blog: <http://www.aasl.ala.org/aaslblog/>

Free Tech for Teachers: <http://www.freetech4teachers.com/> Richard Byrne

My 2¢ Worth: <http://davidwarlick.com/2cents/> (David Warlick)

Will Richardson: <http://willrichardson.com/>

Not So Distant Future: <http://futura.edublogs.org/> (Carolyn Foote)

Moving at the Speed of Creativity: <http://www.speedofcreativity.org/> (Wesley Fryer)

Course Requirements

Because this is a summer institute, there will be a pre-course assignment as well as a final assignment that will be due one week after the course ends.

PRE-COURSE ASSIGNMENTS

1. If you do not already have one, you must create a gmail account for our course. This is non-negotiable. Do this ASAP and email me at kkliegman@gmail.com from your gmail address to let me know you have a gmail account. ALWAYS INCLUDE "LIS 629" IN THE SUBJECT LINE OF YOUR EMAIL. I will only send emails to your gmail account once I have everyone's.
2. If you haven't done so already, purchase our course textbook– Choosing Web 2.0 Tools for Learning and Teaching in a Digital World (Berger/Trexler). I am not sure if it is available at the bookstore; I do know it is available on amazon.com. Do this ASAP. **You are required**

to read the foreword and Chapter 1 BEFORE class begins.

3. If you have never done so before, create an account on DIIGO. Go to: www.diigo.com
4. If you have never done so before, create an account on Twitter. Go to: <http://twitter.com/>
5. If you have never done so before, create an account on wikispaces. Go to: wikispaces.com
6. Take [this pre-course survey](#) by JULY 10:
7. Please go to the Unquiet Librarian blog and read the post, [What Library 2.0 Means to Me](#)
As a graduate library student and future school media specialist, how would you respond to her article? (keeping in mind the "Foreword" and Chapter 1 of our course book as well). Write a response (1-2 paragraphs) in Word or other document and email it to me as an attachment by July 14th. In the subject line put: LIS 629 What Library 2.0 Means to Me.
8. If you are not familiar with the AASL Standards for the 21st Century and their "Crosswalk for the Common Core Standards and the 21st Century Learner", go to this site: <http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk> and become familiar!

Other Requirements

1. You must bring a headphone/microphone set to class for this course. (Not just a pair of e-buds - it must also have a microphone.) Amazon.com has some ranging from under \$10 and up: http://www.amazon.com/s/ref=nb_sb_ss_c_3_19?url=search-alias%3Dcomputers&field-keywords=headphones+with+microphone&srefix=headphones+with+mic%2Caps%2C187. Best Buy has one for \$19.99: <http://www.bestbuy.com/site/Dynex%26%23153%3B+-+Universal+Stereo+Headset/2628387.p?id=1218340596719&skuId=2628387>, available in-store (but I would check with your local Best Buy before you go). We will be using the headsets to create narrated videos. Bring the headset to class everyday.
2. Please bring a package of INDEX CARDS (4"x6" preferable) - don't buy a huge pack, buy the smallest amount the store sells. The cards are needed for THE FIRST DAY OF CLASS.
3. You must have a digital camera, with the cables or card for downloading your pictures; if you do not own a digital camera, it is perfectly fine to use your cellphone if it has a camera. You should bring your camera/cell phone to class everyday.
4. Arrive on time for class; this is very important. If you will be late for class YOU MUST email me and let me know. Leave yourself enough time to get to LIU on time. Lateness (except for a very, very good reason) will play into your final grade. Obviously, because this is a 5-day course, you need to be there every day. Attendance counts. Again, if you must miss a class, email me and explain the reason why.
5. Bring snacks, drinks, lunch (or you can buy lunch at Hillwood); we do take a lunch break. It is a long day, so bring what you need to be comfortable!
6. If you have a laptop and you want use it instead of the lab PC, that's fine with me. Just be sure that you can get online on campus (I believe you can set this up in the library). If you do bring your own laptop, whether it is a Mac or Windows, please note that you must download either FIREFOX or GOOGLE CHROME for your Internet browser; Internet Explorer and Safari both have limitations that will make you very frustrated with some of the Web 2.0 tools we will be learning about. You are NOT required to bring your own laptop! iPads and other tablets are fine for note-taking, but since the iPad doesn't support flash, probably not a good choice for our course.
7. Due to the fact that our class runs all day, I will not be giving any HOMEWORK assignments on Wednesday, Thursday or Monday; however, there will be a weekend assignment given on Friday and there is a FINAL ASSIGNMENT that will be due July 30, 2012.

COURSE TEACHING STRANDS

You will complete several 'challenges' that will introduce you to the usefulness of technology in the library environment. These challenges will incorporate the 5 major strands of this course; that is, (in no particular order)

1. PARTICIPATORY LIBRARIANSHIP:

COLLABORATIVE WEB 2.0: SOCIAL BOOKMARKING; PRESENTATION TOOLS & SHARING, WIKIS, GOOGLE DOCS SUITE, SURVEY/POLLING TOOLS
INFORMATION PORTALS: PATHFINDERS, MULTIPLE MEDIA PORTALS, SLIDESHOW PORTALS; WIDGETS
WORKING WITH IMAGES: IMAGE EDITORS, AVATAR MAKERS, COPYRIGHT FRIENDLY IMAGE RESOURCES, FLICKR, GOOGLE IMAGES
DIGITAL CITIZENSHIP: PRIVACY & SAFETY, FAIR USE; PLAGIARISM DETECTION; CITATION GENERATORS; CREATIVE COMMONS; ADVANCED IMAGE SEARCHING

2. READING 2.0:

DIGITAL STORYTELLING: PHOTOSTORY, MIXBOOK, PHOTOPEACH, BOOKEMON, etc.
READING PROMOTION THE WEB 2.0 WAY: BOOK TRAILERS, ONLINE BOOK CLUBS, INFOGRAPHICS, QR CODES
E-READERS - KINDLES/NOOKS/IPADS
EBOOKS
RAPIDLY GROWING ELECTRONIC DATABASE MARKET
UDL

3. STANDARDS INTEGRATION

COMMON CORE STANDARDS; AASL STANDARDS; ISTE NETS FOR STUDENTS

4. PROFESSIONAL LEARNING NETWORKS:

SOCIAL MEDIA-BUILDING YOUR PROFESSIONAL NETWORK
i. BLOGS, RSS FEEDS & AGGREGATORS SUCH AS SCOOP.IT
ii. TWITTER, GOOGLE+
iii. BOOK RELATED SOCIAL NETWORKS: LIBRARYTHING, SHELFARI, GOOGLE BOOKS; GOODREADS
PROFESSIONAL LEARNING SITES: TEACHER LIBRARIAN VIRTUAL LIBRARY CAFE AND OTHERS
VIRTUAL CONFERENCING: SKYPE, GOOGLE+ MEETUPS

COURSE OUTLINE*

Pre-Course Assignment: Respond to pre-course reading as per instructions.

Class Participation, Personal Growth & Reflection: Attend every class and participate in discussions and surveys. You will receive various viewings and assignments in class for discussion and reflection. Daily blog posts are required; they are to be done at home or before class begins. **Blog assignments will serve as a reflection journal** as we move through the principles and tools of Library 2.0.

DAY 1: WEDNESDAY

Topics to be covered:

Class Introduction
Virtual You
E-Portfolios
Bookmarking
Information Portals

DAY 2: THURSDAY

Topics to be covered:

Blogging
PLNs
Google Apps

DAY 3: FRIDAY

Topics to be covered:

Image Editing
Presentation Tools
Digital Storytelling

WEEKEND ASSIGNMENT

AASL TOP 25 WEBSITES ASSIGNMENT: *TBA IN CLASS*

DAY 4: MONDAY

Topics to be covered:

Weekend Assignment Presentations
Reading 2.0: eBooks, eReaders, Online Databases
UDL (UNIVERSAL DESIGN FOR LEARNING)
Digital Citizenship

DAY 5: TUESDAY

Topics to be covered:

Alignment of CCSS, AASL, ISTE NETS
Final Assignment Instructions

*Please note that this outline is an approximation; some agenda items may be shifted to another day.

GRADING

Criteria for Evaluation of Student Performance:

High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final project assignment will be due on or before July 30th. Late assignments will receive a 1 point reduction in grade for each day late. All written work should be clear and error free. Writing style counts for this class!

Assessment will be based on:

- Attendance
- Quality of deep reflective thought in blog assignments
- Completion of all assignments in a timely and thorough manner
- Evidence of all assignments in your e-portfolio
- All required components in final project and submitted by due date
- Completion of self-reflection survey
- Participation in class discussions

******It is understood that students may come into this class with different levels of technology expertise. I will be looking for evidence of growth for each student; each of you will be evaluated individually, based on your 'starting' point.